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ABSTRACT

The purpose of this Personalized Activity Kit is to encourage the participant to view management as an art rather than as a science. The art of management includes consideration of managerial styles; organizational climate, which, in turn, includes consideration of motivation, communication, the environment, and structure within the organization; and decision-making methods. (Author/IRT)

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #4.2 - MAKING MANAGEMENT AN ART

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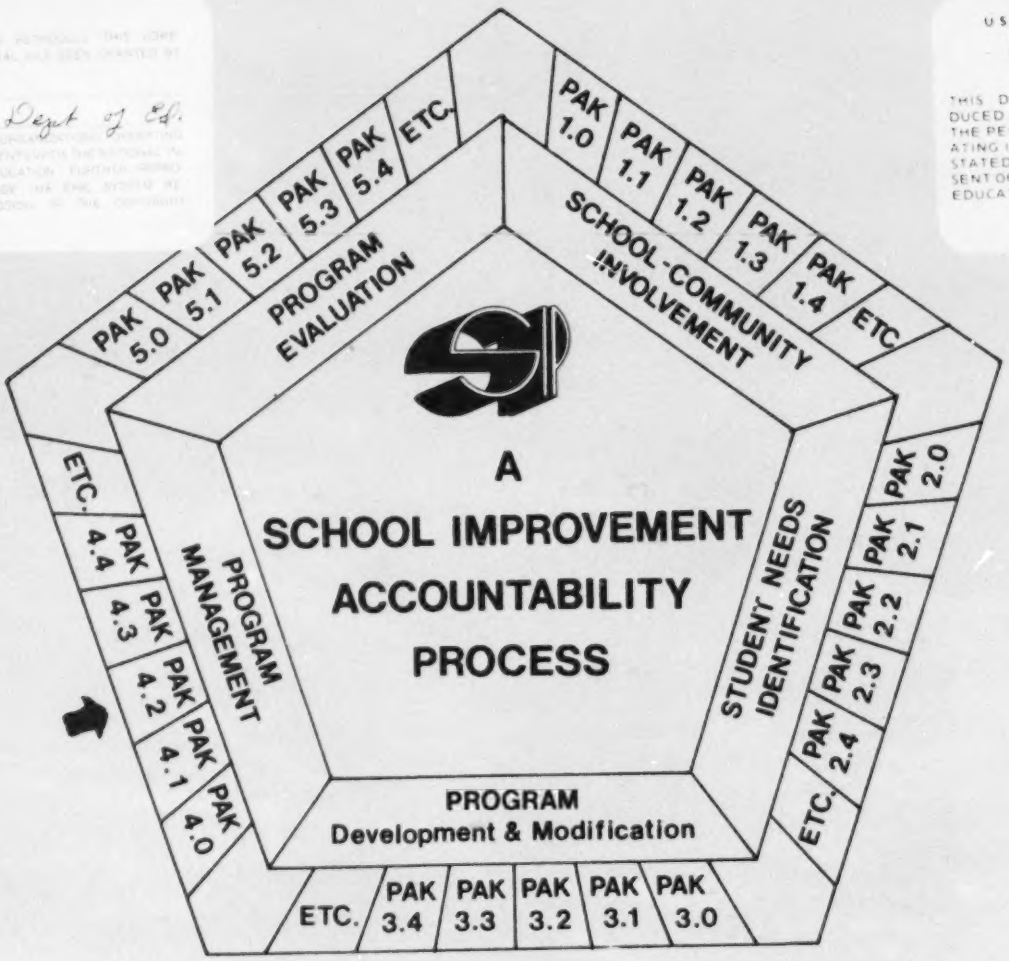

Personalized Activity Kit (PAK) for use as:

- Individualized Study Guide
- Small Group Study Guide
- Workshop Facilitator's Guide

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #4.2 - Making Management An Art

DISTRICT PLANNING AND ACCOUNTABILITY SERVICES

Eugene R. Howard, Director

Joan Harrigan
Edwin Hildebrand
Warren FitzSimmons
Jerry Villars

OFFICE OF FIELD SERVICES

Stanley A. Leftwich, Assistant Commissioner

COLORADO DEPARTMENT OF EDUCATION
Calvin M. Frazier
Commissioner

Denver, Colorado

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When you have completed this packet, we would appreciate any recommendations you may wish to make about improving the content, activities, or format.

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DIRECTIONS FOR THE USE OF THE PAK

Each PAK is designed to be used in three alternative ways: 1) an individual user can work through the packet on his own; 2) a small group may work co-operatively; or, 3) a group of participants may be involved in a workshop situation under the leadership of a facilitator. Experience indicates that the latter is the most desirable situation. While an individual may work through the materials on his own, he misses those shared experiences which come as learners interact in a group situation.

PLEASE NOTE

Because this PAK will be used by many people in your district, please mark only the worksheets supplied by your instructor. Do not mark the pages of this PAK. Sample transparencies and worksheets (for duplication) are included in Appendices A and B.

If you are using PAK materials in a group workshop situation, consult Appendix A for detailed instructions. The diagram on the cover page and diagrams for Appendix A may be used to make overhead transparencies.

If you are working through the PAK individually, follow the general directions listed below:

- Read content of the PAK.
- Refer to Appendix A, Page 2, for additional instructions.
- Do the activities on worksheets copied from Appendix B.
- Read the bibliography (when included).

MAKING MANAGEMENT AN ART

Purpose:

The purpose of this PAK is to encourage the participant to view management as an art, rather than a science. The art of management includes managerial styles, organizational climate and decision-making methods.

Managerial Styles

Any study of courses offered by the American Management Association, review of books written on management, or discussions with successful managers in education, business, industry, or government will bring out basically the same definition of a manager:

"A manager is one who obtains results through others." Management, therefore, is both an art and a science. The art of management includes the responsibility of the human element to keep the system humanistically oriented. If the human element fails in this respect, then there is a very real danger of the system becoming mechanistically oriented. The human beings who operate the system control the direction which the system takes.

A. Art of Management

1. Leadership
   -style

2. Climate
   -motivation
   -communication
   -environment
   -structure

3. Decision making
   -delegation of authority
   -modes of decision making
   -communication skills

B. Science of Management

1. Planning
   -objectives
   -methods/means

2. Organizing
   -application of human resources to plans
   -job definitions, role clarifications

3. Controlling
   -making certain that you are going where you plan to go

   (This aspect of management will be dealt with in later PAKs in this series.)

Approaches to Decision Making

Many approaches to the managerial function are used today with varying degrees of success; however, since World War I some predominant approaches have prevailed during certain time periods:

- 1920's - 1930's (Authoritarian Manager).
  Decisions were made by the paternal (father knows best) manager on the basis of his superior knowledge, or by the autocratic manager (I-am-the-Boss) on the basis of the status of his position. Emphasis was on results.

- 1940's - 1950's (Human Relator).
  Decisions were based on the principle that a happy staff was a productive staff. The manager's task was to keep the environment pleasant and the staff contented. Emphasis was on maintaining one's popularity with the staff.

- Late 1950's - 1960's (Management by Pressure).
  Decisions were based on the principle that people are lazy and produce only when forced to do so. Emphasis was on results and conformity.

- Mid 1960's - 1970's (Participative or Team Management).
  Decisions are based on the principle that organizational development is dependent upon human development within the organization. Emphasis is a balanced one of concern for both people and results.

NOTE: Participative Management does not mean group decision-making or rule by committee. It does mean that people are involved in decision-making to a degree appropriate to their level of responsibility.

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The chart on Page 4 summarizes characteristics of three common classifications of management philosophies in operation--laissez-faire, democratic, and authoritarian.

Each of these managerial styles has its vocal adherents; however, most authorities today recognize that any of these styles may be appropriate at the right time in the right situation. For example, during a battle, infantry and line officers are expected to carry out orders even though they may not understand the reasoning behind the orders. In this instance, participative or team or democratic management could be so cumbersome as to lose not only the battle but also the war. In certain social, professional and business clubs where the leaders are elected to serve at the pleasure of the membership, a laissez-faire or democratic style would be productive, while the authoritarian approach could well be counterproductive.

At the same time authorities recognize the need to switch styles upon occasion - usually in a crisis situation. The usually democratic "boss" will very probably become quite authoritarian if the building is burning down around him and his staff. The young mother seeing her two-year-old toddler heading for the middle of a heavily-traveled traffic artery is anything but democratic at that point in time.

PAK #4.2

ORGANIZATIONS TEND TO BE

	LAISSEZ-FAIRE	DEMOCRATIC	AUTHORITARIAN
	WHEN	WHEN	WHEN
THE LEADER	HAS NO POWER TO COMPEL ACTION HAS NO TIME PRESSURE HAS TENURE BASED ON PLEASURE OF GROUP HAS NO SANCTIONS TO EXERT ON FOLLOWERS HAS NO SPECIAL KNOWLEDGE	HAS LIMITED POWER AND RESTRAINTS ON ITS USE MIGHT HAVE HIS AUTHORITY SUCCESSFULLY REJECTED BY HIS GROUP HAS SOME SANCTIONS HE CAN EXERT HAS SOME SPECIAL KNOWLEDGE OR INFORMATION	HAS COMPLETE POWER AND NO RESTRAINTS ON ITS USE HAS A WAY OF SAVING THINGS IN AN EMERGENCY HAS SOME UNIQUE KNOWLEDGE IS FIRMLY ENTRENCHED IN HIS POSITION
THE FOLLOWERS	HAVE MORE POWER THAN THE LEADER DISLIKE ORDERS CAN REBEL SUCCESSFULLY IF THEY SO CHOOSE ARE VOLUNTEERS, LOOSELY ORGANIZED, OR IN SHORT SUPPLY CHOOSE OWN GOALS AND METHODS	EXPECT TO HAVE SOME CONTROL OVER METHODS USED HAVE DOMINANT MIDDLE CLASS VALUES LIKE SYSTEM BUT NOT AUTHORITY HAVE RELATIVELY SCARCE SKILLS	ARE LEADER-DEPENDENT PERSONS HAVE NEVER BEEN ASKED OPINION KNOW A LABOR SURPLUS EXISTS ARE AUTOCRATS THEMSELVES
THE SITUATION	HAS NO CLEAR PURPOSE HAS NO CONTROLS PERMITS FEW OR GRADUAL CHANGES HAS NO TIME PRESSURES IS A SAFE, PLACID ENVIRONMENT	HAS GENERAL GOALS THAT ARE UNDERSTOOD HAS CONTROLS THAT ARE SELF-IMPOSED BUT CHECKED BY OTHERS HAS SOME TIME PRESSURE HAS CHANGES THAT ARE GRADUAL OR REGULARLY SPACED HAS OCCASIONAL HAZARDS OR RISKS	STRONG CONTROLS ARE ORDINARY AND TIGHT DISCIPLINE IS NORMAL HAS CONSTANT TIME PRESSURES REQUIRES FREQUENT CHANGES TO BE MADE QUICKLY

Research reveals that managerial personality has little to do with managerial success. Moorhead Wright of the General Electric Company states: "The truth is that there just isn't any standard pattern of personality traits that make a good manager." Of more importance is the ability to choose the appropriate managerial style in dealing with one's associates.

The managerial philosophy and style adopted is dependent upon:

- *the environment within which the organization operates*
- *the goals and needs of the organization*
- *the personal goals of the staff as these goals relate to those of the organization*

Organizational Climate, Structure and Decision Making

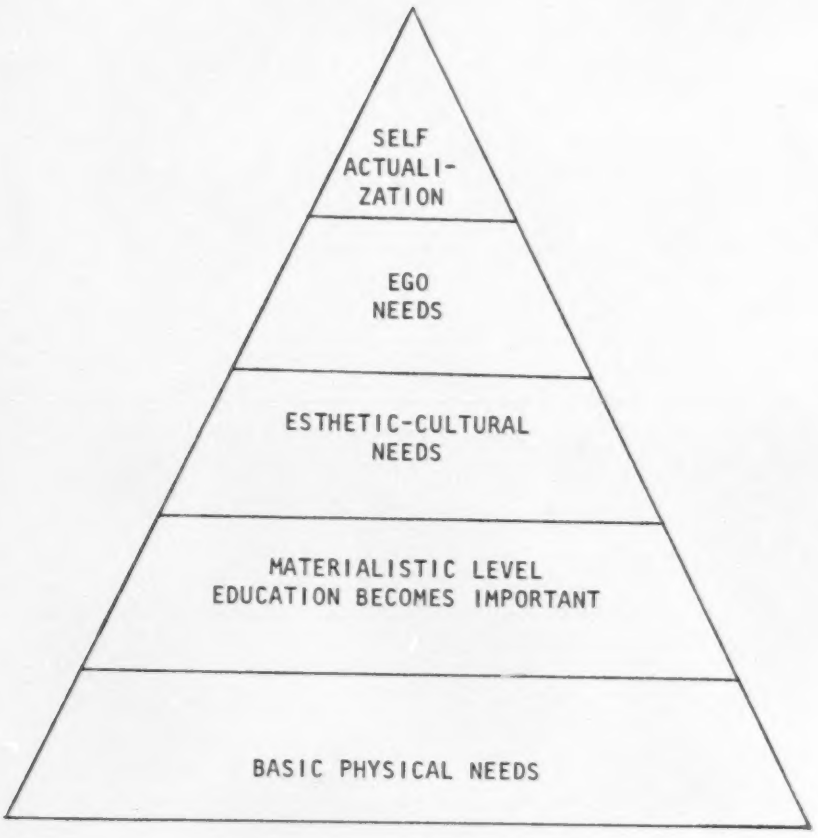
Just as an organization attempts to meet the needs of the various publics it may serve, so also the educational system exists to meet the needs of learners within the school/community. To carry out its purposes, the school, as an organization, must give important consideration to the needs of the individuals who comprise it. There are five major principles involved:

- *Organizational development is directly related to staff development.*
- *People are motivated by work, achievement, recognition and commitment to organizational goals and objectives.*
- *People perform better when they know ahead of time how the educational programs for which they are responsible are to be evaluated.*
- *People are more productive in an environment which encourages open, honest exchange of ideas, where they are allowed to take risks and where new ideas are rewarded.*
- *Organizational climate is an outgrowth of both structure and managerial style.*

Organizational Development and Staff Development

George Odiorne* speaks of organizational needs in much the same way that Abraham Maslow (Motivation and Personality. New York: Harper & Bros., 1954) deals with human needs. On the following page is an interpretation of Maslow's hierarchy of human needs. Let us first explore this concept and then relate it to Odiorne's ideas.

* See citations in bibliography.

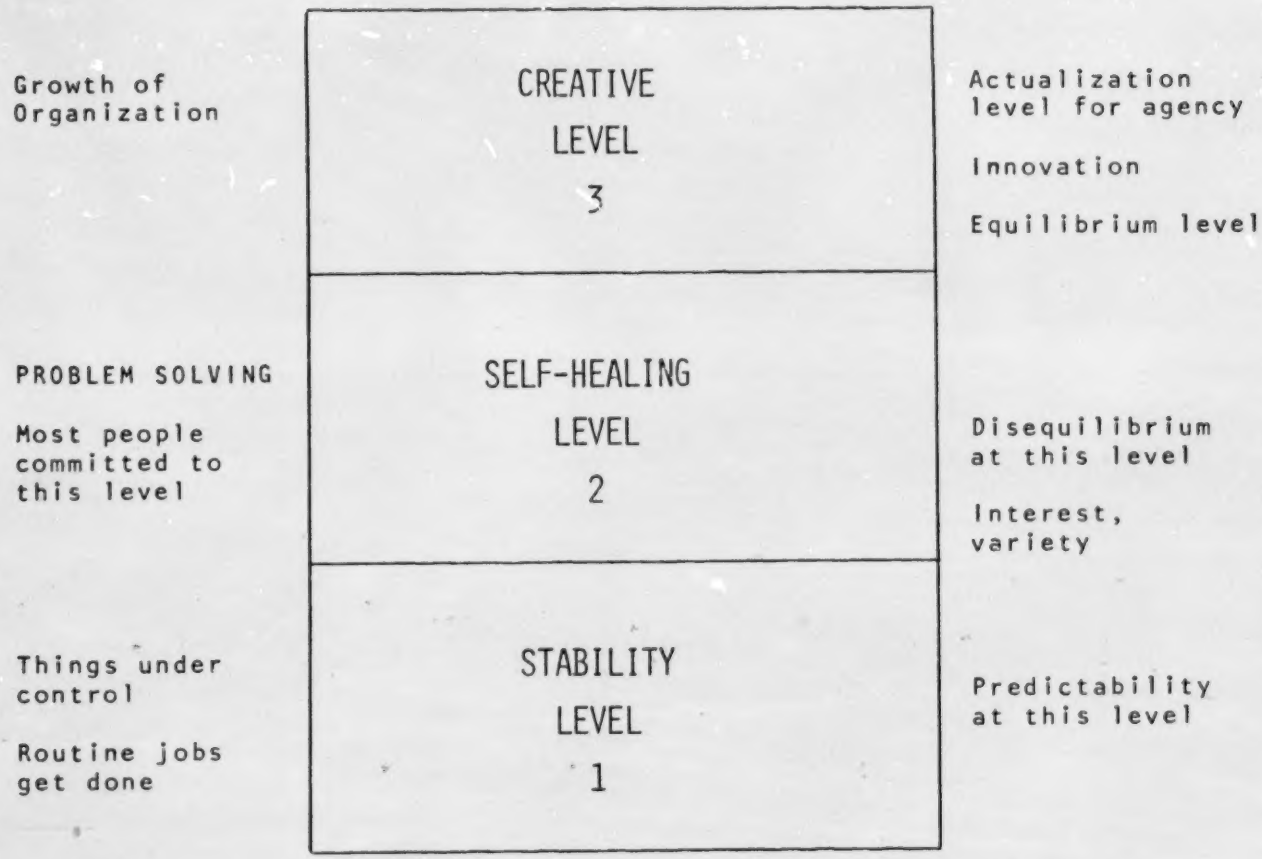


Adaptation of
MASLOW'S HIERARCHY OF HUMAN NEEDS

Starting at the bottom of Maslow's pyramid, the first level represents survival needs such as food, clothing and shelter. Once these needs have been met and the individual finds himself with energy and resources over and above what he has had to expend just to survive, his expectations begin to rise. He becomes aware of things he has never had and which he would like now to possess. To secure these things, he begins to realize that education is a means to an end. Maslow terms this level the safety or security level. The individual wants to keep what he has acquired.

As less energy and resources are expended on the survival and security levels, he begins to move into the social level of needs, where cultural, esthetic, social and group experiences become important. Then, ego needs become important. He needs recognition and awareness of his identity as a successful human being. He needs creative opportunity as a means of expressing his individuality. The top level is that of self-fulfillment. Maslow says that few people reach this top level within their life span. When asked if he could name anyone who, in his opinion, had achieved the top level, he answered, "Possibly Eleanor Roosevelt, Winston Churchill, and Gandhi."

COMPONENTS OF A HEALTHY ORGANIZATION



EACH ORGANIZATION NEEDS
OBJECTIVES FOR EACH LEVEL

George Odiorne identifies three levels that a healthy, dynamic organization must contain if it is to survive. These are illustrated in the diagram on the previous page. Starting at the bottom, there is the stability level where routine things get done in such a way that additional problems are not created for the organization. This is an activity level. So long as the activities are directly related to organizational goals and purposes, there should be few, if any, problems. In an organization that is in trouble, one can ask 10 people why they are doing what they are doing. Most of their answers will be something like this: "We don't know where we're going. We're too busy getting there."

Level 2 is called the self-healing level. Organizations can be "wounded" by outside forces or by internal operations. The organization will literally bleed to death if a mechanism for solving both external and internal problems has not been built into the structure. It is only through the successful solution of these problems that the agency can heal itself and continue to grow, change and expand.

The creative level - Level 3 - is that part of the structure which allows the organization to keep pace with and, indeed, ahead of changing conditions so that it remains dynamic and responsive. New ideas, research and development, planning based on future trends and predictions, and evaluation are but a few of the functions of this level. Note the statement at the bottom of the diagram - EACH ORGANIZATION NEEDS OBJECTIVES FOR EACH LEVEL. If one compares the Maslow diagram with the Odiorne diagram, one will notice how closely these levels interrelate. This reinforces the principle that organizational development depends on staff development.

In the educational enterprise, whether in the classroom level or in the superintendent's office, what all too frequently happens is this. People become so bogged down in Level 1 - getting routine jobs done - that this creates further problems. By the time they have solved the problems, there is no time or energy left to work at the creative level.

One might say, then, that a major problem facing education is how to realign human resources so that Level 3 can be staffed effectively. This will not be an easy job. Traditionally, our society is success-oriented. Failure is not allowed, and yet well-thought-out risks are necessary in the creative level of the organization. The new manager must be committed to risk and must permit his subordinates the luxury of an occasional failure without penalizing them. Failures teach us what will not work, and so even this knowledge is valuable.

Another standard imposed by our society is that of conformity. Traditionally, we have shunned and in other ways penalized the person who dared to be different, to be innovative. The classic example is the punctual "boob" who gets the promotion over the tardy "genius." The new manager must learn to recognize creative effort and to reward it.

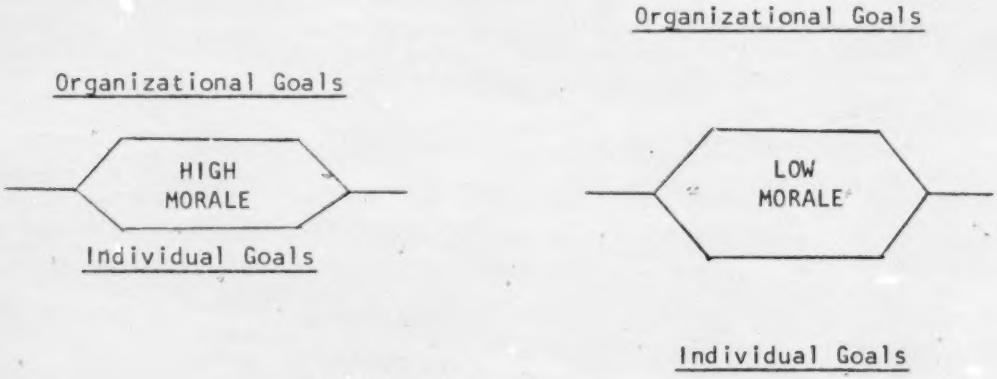
People who are most comfortable in a stable, predictable, structured environment should be assigned to Level 1 job responsibilities. Those who thrive on the challenge of an unpredictable, changing environment will perform well in the problem-solving area of Level 2. Traditionally, education has tended to assign a person to a job because he is a "nice guy," disregarding the person's competency

to handle that particular job. The new manager must first determine what the job requirements and environment are. Then he must assign the person to fit the job. The work will be better done, and the person will be happier.

STAFF MOTIVATION

This leads us then to a discussion of what makes people productive. Research shows that people, assigned to a job they know they can handle well, achieve a sense of accomplishment. Morale is a by-product of achievement, managerial styles used and organizational structure. The new manager must recognize individual achievement. It is not enough for the individual to achieve, he also needs to have his achievements recognized by others. Recognition does not necessarily have to come in monetary form.

One further factor affects morale within an organization--the individual's perception of the organization's goals and objectives and his perception of his relationship to these purposes. When the individual's goals are in close agreement with the organization's goals, then morale is high. The reverse is also true. This can be demonstrated by the following two diagrams:



What about the individual who finds his goals widely divergent from those of his organization? So long as the organization provides his paycheck he has an ethical responsibility to maintain loyalty to the organization and its goals. If he cannot in good conscience do this, then he will probably be happier working elsewhere. This is a responsibility which the individual should assume. He should not wait until the manager finds it necessary to suggest this to him.

Staff Evaluation or Appraisal

This topic will be dealt with in more detail in other PAKs in this series. It is important to stress here that the above statements concerning motivation are based on the assumption that the individual and his superior have developed mutually-agreed upon work objectives that will be used as the basis for determining the effectiveness of the individual's performance. It should also be emphasized that personality traits are per se not important in the appraisal function. For the staff member the question is -- "Did he do the job?" For the manager, the important factor is his managerial style.

Organizational Climate

The new participative or team management works best in an environment where people can engage in an open, honest exchange of ideas and opinions and where an atmosphere of trust exists among staff members. The new manager has good human relations and communication skills. He knows that managers who listen well encourage staff to offer ideas and suggestions. He does not "turn people off" or appreciate a cadre of "yes-men" around him.

Douglas McGregor's research developed the rationale for a Theory X-Theory Y dichotomy. Each theory was based upon certain assumptions about human beings as follows:

Theory X Assumptions:

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of his human characteristic, most people must be coerced, controlled, directed or threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory Y Assumptions:

1. The expenditure of physical and mental effort in work is as natural as play or rest.

2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in meeting objectives to which he is committed.

3. Commitment to objectives is a function of the rewards associated with their achievement.

4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.

5. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life, the intellectual potential of the average human being is only partially used.

The structure of an organization can facilitate or inhibit the achievement of its organizational goals and objectives. Every organization builds its structure consciously or subconsciously on its assumptions about people. These structures and the values that exist in an organization are further evidenced by the managerial style of the top manager and his management team.

Because educational management had its beginnings in the authoritarian model and has been striving since World War II to move toward a less authoritative and more open system of management, a short description of these two "poles" should be of interest:

Authoritarian (Hierarchical or Bureaucratic)	Team Management (Organic or Open System)
1. Decision-making and control at top.	1. Decision-making and control at all levels.
2. Unilateral management based on conformity and dependence.	2. Interdependence and cooperation.
3. Tasks specialized--no concern for whole.	3. Tasks constantly enlarged--efforts to increase understanding of whole.
4. Centralization of power, information, rewards and punishment, membership.	4. Decentralization of power, information, rewards, and membership.
5. Morale and commitment is top management's problem.	5. Everyone responsible for morale and commitment.
6. Competitive system based on individual status.	6. Cooperative system with status based on contribution to group.

It is also interesting to note the values found within each system. This will give a better understanding of why schools and other social institutions have been moving toward the organic or open system organization.

Hierarchical, Bureaucratic or Closed Management	Organic or Open Management
1. The important human relationships are those which are related to achieving the organization's objectives.	1. Full and free communication regardless of rank and power.
2. Effectiveness in human relationships increases as behavior becomes more rational, logical, and clearly communicated; but effectiveness decreases as behavior becomes more emotional.	2. A reliance on consensus, rather than more customary forms of coercion or compromise to resolve conflict. (See Series #1 PAKs)

3. Human relationships are most effectively motivated by carefully defined direction, authority, and control, as well as appropriate rewards and penalties that emphasize rational behavior and achievement as the objective.

3. Influence is based on competence and knowledge rather than on personal whims or prerogatives of power.

4. An atmosphere that permits and encourages emotional expression as well as task-oriented acts.

5. A basically human bias, one that accepts the inevitability of conflict between the organization and the individual, but is willing to cope with and mediate this conflict on rational grounds.

These assumptions involve very different implications for organizational structure. Some examples of these differences follow:

Organizational Structure

	Theory X	Theory Y
1. Structure	Top down - line/staff; decided by top management	Inter-disciplinary, organic; developed by the employees
2. Communication	Top down; any upward communication screened carefully	Top down and bottom up; minimum of screening
3. Climate	Repressive - fault finding	Open - problem-solving and creative atmosphere
4. Decision Making	Top management	Where the best information is at the point closest to the people affected.
5. Employee Motivation	Fear, threats, punishment	Compensation and benefits developed through employee participation.
6. Procedure Determined	Top down	Employees develop procedures within predetermined boundaries or guidelines.

These same assumptions also involve sharply different implications for managerial style. Some examples of these differences follow:

PAK #4.2

Managerial Styles

	Theory X	Theory Y
1. Supervisor	Over-concern about procedures (methods)	Roles defined; employee accountable for results
2. Objectives	Set for the employee	Set up by the employee; reviewed with manager for consistency with organizational goals and priorities
3. Planning	Work planned for employee	Work planned with employee
4. Decision Making	Manager makes all decisions	Employee makes all decisions within boundaries outlined by manager
5. Budget Expenditures	Every expenditure scrutinized	Expenditures processed automatically within boundaries set by manager

(McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill, 1960.)

George Odiorne advocates the Theory Y style of management. His rule of thumb is:

1. General direction, goals and priorities come from the top down.
2. Methods come from the bottom up.

PAK #4.2

IF A MANAGER HAS:

WELL-ORGANIZED PLANS OF OPERATION

HIGH PERFORMANCE GOALS

HIGH TECHNICAL COMPETENCE

(Subordinate managers and staff assistants)

AND IF THE MANAGER MANAGES VIA:

INPUT VARIABLES

EXPLOITATIVE OR BENEVOLENT AUTHORITARIANISM	OR	PARTICIPATIVE OR TEAM
direct hierarchial pressure for results, including the usual practices of traditional systems		principle of supportive relationships, group methods of supervision

HIS ORGANIZATION WILL DISPLAY

OUTCOME VARIABLES

Less group loyalty	OR	Greater group loyalty
Lower performance objectives		Higher performance objectives
Greater conflict and less cooperation		Greater cooperation
Less technical assistance to peers		More technical assistance to peers
Greater feeling of unreasonable pressure		Less feeling of unreasonable pressure
Less favorable attitudes toward manager		More favorable attitudes toward manager
Lower motivation to produce		Higher motivation to produce

AND HIS ORGANIZATION WILL ATTAIN:

OUTCOME VARIABLES

Lower productivity	OR	Higher productivity
Higher costs		Lower costs
Lower quality		Higher quality

The trend of values toward participative, decentralized team management is summarized below:

1. Away from the use of personnel evaluation primarily as a basis for retention or dismissal toward an application of staff appraisal as a means for personal growth and development.

2. Away from resisting individual differences toward accepting and creatively using them.

3. Away from hiring and using an individual primarily in reference to his job description toward viewing him as a whole person.

4. Away from walling-off the expression of feelings toward making possible both their appropriate expression and their effective use.

5. Away from maskmanship and game-playing toward open, honest behavior.

6. Away from the use of status for organizationally-relevant purposes toward the use of cooperation and participation.

7. Away from the distrust of people toward trust of people.

8. Away from avoiding facing others with data relevant to them toward being willing and able to confront them appropriately and comfortably.

9. Away from the avoidance of risk-taking toward the willingness to risk.

10. Away from a primary emphasis on competition toward a much greater emphasis on cooperation.

Characteristics of a healthy organization

(From Likert, Rensis: New Patterns of Management, pp 166-169)

1. The members are skilled in all the various leadership and membership roles and functions required for interaction between leaders and members and between members and other members. (See #1 Series of PAKs.)

2. The group has been in existence sufficiently long to have developed a well-established, relaxed working relationship among all its members.

3. The members of the group are attracted to it and are loyal to its members, including the leader.

4. The members and leaders have a high degree of confidence and trust in each other.

5. The values and goals of the group are a satisfactory expression of the related values and needs of its members.

6. Insofar as members of the group are performing coordinating functions, they endeavor to have the values and goals of the groups with which they work in harmony with each other.

7. The more important a value seems to the group, the greater the likelihood that the individual member will accept it.

8. The members of the group are highly motivated to abide by the major values and to achieve the important goals of the group.

9. All the interaction, problem-solving, decision-making activities of the group occur in a supportive atmosphere.

10. The superior of each work group exerts a major influence in establishing the tone and atmosphere of that work group by his leadership beliefs and practices.

11. The group is eager to help each member develop to his full potential.

12. Each member accepts willingly and without resentment the goals and expectations that he and his group establish for themselves.

13. The leader and the members believe that each group member can accomplish "the impossible."

14. When necessary or advisable, other members of the group will give a member the help he needs to accomplish successfully the goals set for him.

15. The supportive atmosphere of the highly effective group stimulates creativity.

16. *The group knows the value of "constructive" conformity and knows when to use it and for what purposes.*

17. *There is strong motivation on the part of each member to communicate fully and frankly to the group all the information which is of value to the group's activity.*

18. *There is high motivation in the group to use the communication process so that it best serves the interests and goals of the group.*

19. *Just as there is high motivation to communicate, there is a correspondingly strong motivation to receive communications.*

20. *In the highly effective group, there are strong motivations to try to influence other members as well as to be receptive to influence by them.*

21. *The group processes of the highly effective group enable the members to exert more influence on the leader and to communicate far more information to him, including suggestions as to what needs to be done and how he could do his job better, than is possible in a person-to-person relationship.*

22. *The ability of the members of a group to influence each other contributes to the flexibility and adaptability of the group.*

23. *In the highly effective group, individual members feel secure in making decisions which seem appropriate to them because the goals and philosophy of operation are clearly understood by each member and provide a solid base for decisions.*

24. *The leader of a highly effective group is selected carefully.*

An important aspect of the highly effective group is its extensive use of the principle of supportive relationships. An examination of the above material reveals that virtually every statement involves an application of this principle.

Symptoms of an Unhealthy Organization

- Goal ambiguity - Staff does not understand or use goals in their work activities.

- Little individual commitment to organization's objectives except at top levels. Staff sees things going wrong, but does nothing about it. Nobody volunteers. Mistakes and problems are shelved rather than openly discussed. Staff "gripes" about problems with everyone except those involved. Staff stifles their frustrations instead of communicating these. "I can't do anything about it. It's their responsibility to save the ship."

- Status and boxes on the organization chart are more important than solving the problems. People treat each other, especially the superior, in an artificial, formal manner which masks the real issues. Nonconformists are not welcome.

- Decisions are made at the top based often upon inadequate information and advice. Staff then complains about irrational decisions. Judgment of lower echelon people is not respected outside the narrow limits of their jobs. Individual feelings and needs are side issues.

- Staff competes rather than cooperates; is jealous of their empires; considers seeking help a sign of weakness; and never thinks of offering help. They distrust others' motives and speak poorly of one another. In times of crisis, staff withdraws or blames one another.

- Conflict is managed by office politics and games. There are endless and irreconcilable arguments, delaying decision-making. Staff takes refuge in policies and procedures and plays games with the organizational structure.

- Staff gets little feedback on performance, and it is usually negative feedback. They reject the experience of others, learning by their own mistakes. Feedback to staff may even be avoided. Poor performance is ignored or handled arbitrarily without concern for the people involved.

- Staff feels alone and lacks concern for one another. They are afraid. Relationships are contaminated by "maskmanship" and image building. Staff is bored, stale and feels locked into their jobs, yet they need the security of the job. Staff behavior at meetings is listless and docile.

- The top manager is a solution giver made in the form of directives to his staff. He has all the answers but he may not know what the right questions (problems) are.

- The top manager allows little or no freedom for making mistakes. Minimum risk is his high value. He tightly controls small expenditures and demands excessive justification.

- Traditions are maintained and innovation is in the hands of the few.

An important element of a highly effective staff is the extensive use of supportive and team relationships. An examination of the above items reveals that almost all statements fail to apply this principle.

In Appendix B are 3 exercises that would be beneficial in appraising managerial style and organizational climate.

SUMMARY

- Organizational structure and managerial styles can expedite or impede the achievement of goals and objectives.

- Organizational structure is built upon the assumptions the organization holds about its employees.

- Organizational climate is basically an outgrowth of organizational structure and managerial style.

- Structures of organizations vary from hierarchical (bureaucratic) on one hand to open (organic) on the other.

- Major characteristics of hierarchical organizations are: decision-making and control at the top, tasks specialized, line/staff relationships.

- Major characteristics of open organizations are: decision-making and control at all levels, tasks constantly enlarged, decentralization of power, information and rewards.

- Applications of open systems for school districts and individual schools are available and encompass: decentralized management, citizen and staff involvement in decision-making and coordination of efforts.

- A manager is one who obtains results through others.

- The functions of management can be placed in from 5 to 10 categories but generally include:

  - *planning (including problem identification and solving)*
  - *organizing (including staffing and directing)*
  - *controlling (including supervision and appraisal)*
  - *climate setting (including motivating and communicating)*
  - *decision-making (including leadership style)*

- Adherence to certain principles identifies the more effective manager. The effective manager:

  - *operates a group decision-making system*
  - *sets high goals and objectives*
  - *uses the principle of supportive relationships*

- Employees are generally happier and more productive working for managers who believe in and practice participative or team management.

- Effective managers are made, not born. Any organization can enhance this progress by providing certain conditions such as:

  - *delegation of responsibility and authority*
  - *clarification and communication of functions and activities to each member of the organization*
  - *communication of organizational objectives to all staff members*

- The leadership style and organizational climate of an organization influence participation and involvement by the staff which in turn affects the attainment of organizational goals. Characteristics of healthy and unhealthy organizations have been identified and can be measured in order to determine the relative strength of an organization.

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APPENDIX B

Activity: WHAT IS MY MANAGERIAL STYLE?

Section A: Read the whole page, including the directions, first.

Rank the following five paragraphsfrom most to least typical as a description of your behavior: 1 is the most typical, 2 is next most typical, and so on to 5 which is least typical of you. When you have finished ranking the paragraphs, there should be only one of each number from 1 to 5. There can be no ties.

_____a. I accept decisions of others. I go along with opinions, attitudes and ideas of others or avoid taking sides. When conflict arises, I try to remain neutral or stay out of it. By remaining neutral I rarely get stirred up. My humor is seen by others as rather pointless.

_____b. I place high value on maintaining good relations. I prefer to accept opinions, attitudes and ideas of others rather than to push my own. I try to avoid generating conflict. When it does appear, I try to soothe feelings and to keep people together. Because of the disturbance a temper flare produces, I strive to keep my emotions under control. My humor aims at maintaining friendly relations. When strains do arise, my humor shifts attention away from the serious side.

_____c. I place high value on making decisions that stick. I stand up for my ideas, opinions, and attitudes, even though it sometimes results in stepping on toes. When conflict arises, I try to cut it off or to win my position. When things are not going right, my temper wells up. My humor is hard hitting.

_____d. I search for workable, even though not perfect, decisions. When ideas, opinions or attitudes different from my own appear, I initiate middle ground positions. When conflict arises, I try to be fair but firm and to get an equitable solution. I rarely lose my temper, but I tend to be impatient when things are not moving. My humor sells myself or a position.

_____e. I place high value on getting sound creative decisions that result in understanding and agreement. I listen for and seek out ideas, opinions and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind. When conflict arises, I try to identify reasons for it and to resolve underlying causes. I rarely lose my temper, even when stirred up. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure.

PAK #4.2

Section B: Mark each item as indicated in the directions given.

Consider all of the Element 1 statements below (a1, b1, c1, d1, and e1) and select from them the one which best describes your behavior. Circle the one which typifies you best. Do the same for Element 2. Follow the same procedure for Elements 3, 4, and 5.

Element 1: Decisions

a1. I accept the decisions of others.

b1. I place high value on maintaining good relations.

c1. I place high value on making decisions that stick.

d1. I search for workable, even though not perfect, decisions.

e1. I place high value on getting sound creative decisions that result in understanding and agreement.

Element 2: Convictions

a2. I go along with opinions, attitudes and ideas of others or avoid taking sides.

b2. I prefer to accept opinions, attitudes and ideas of others rather than to push my own.

c2. I stand up for my ideas, opinions and attitudes, even though it sometimes results in stepping on toes.

d2. When ideas, opinions or attitudes different from my own appear, I initiate middle-ground positions.

e2. I listen for and seek out ideas, opinions and attitudes different from my own. I have clear convictions but respond to sound ideas by changing my mind.

Element 3: Conflict

a3. When conflict arises, I try to remain neutral and stay out of it.

b3. I try to avoid generating conflict. When it does appear, I try to smooth feelings and to keep people together.

c3. When conflict arises, I try to cut it off or to win my position.

d3. When conflict arises, I try to be fair but firm and to get an equitable solution.

e3. When conflict arises, I try to identify reasons for it and to resolve underlying causes.

Element 4: Temper

a4. By remaining neutral, I rarely get stirred up.

b4. Because of the disturbance a temper flare produces, I strive to keep my emotions under control.

c4. When things are not going right, my temper wells up.

d4. I rarely lose my temper but tend to be impatient when things are not moving.

e4. I rarely lose my temper, even when stirred up.

Element 5: Humor

a5. My humor is seen by others as rather pointless.

b5. My humor aims at maintaining friendly relations or when strains do arise, it shifts attention away from the serious side.

c5. My humor is hard hitting.

d5. My humor sells myself or a position.

e5. My humor fits the situation and gives perspective; I retain a sense of humor even under pressure.

Scoring, Plotting and Interpreting The Managerial Style Activity

1. Section A

   - Score only Item E in Section A.
   - Write your score to the left of Item E.

If you ranked Item E		Give Yourself a score of -
#1	=	5.5
#2	=	9.1
#3	=	9.9
#4	=	1.9
#5	=	1.1

2. Section B

   - Write your score to the left of each element.

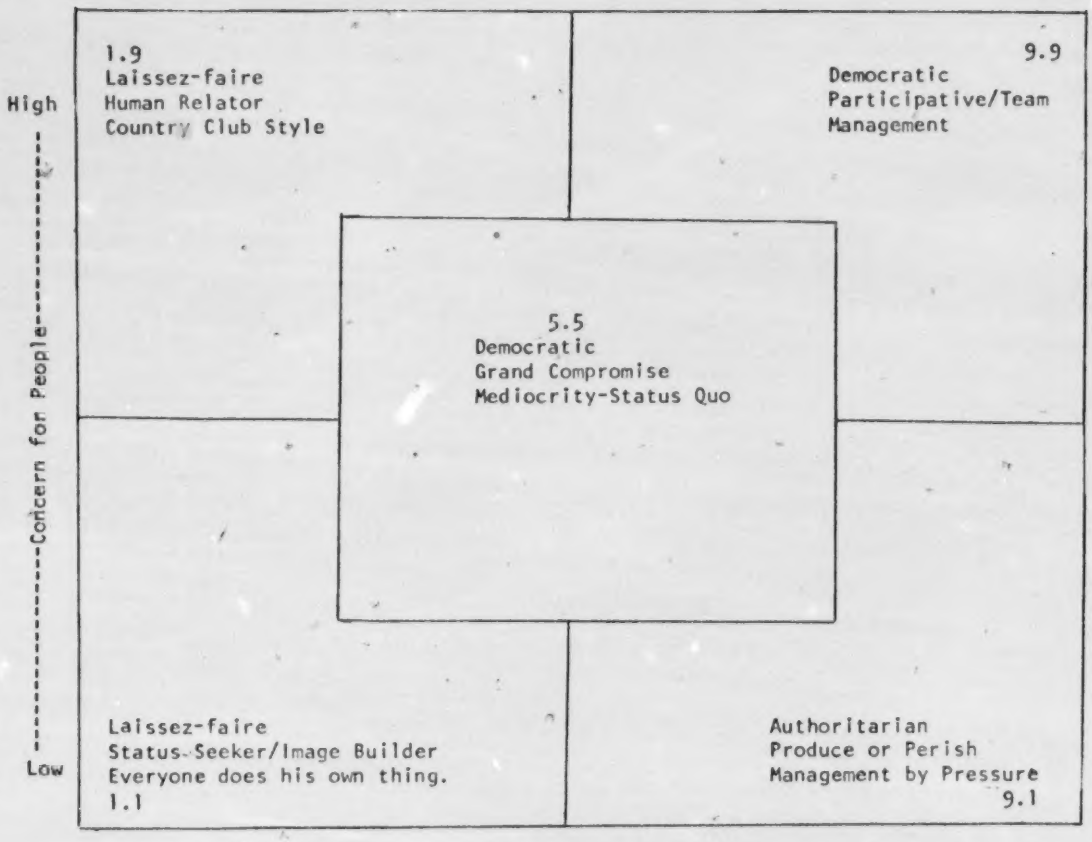
For the letter circled under each element -		Give yourself a score of
a	=	1.1
b	=	1.9
c	=	9.1
d	=	5.5
e	=	9.9

3. Plotting Your Score on the Managerial Grid - Page B-4

   - Section A of the activity represents the horizontal continuum of Concern for Results ranging from a low of 1 to a high of 9. Take the value you gave yourself on Item E of Section A and place an "X" in the appropriate area of the grid on the next page.
   - Section B of the activity represents the vertical continuum of Concern for People ranging from a low of 1 to a high of 9. Look over your scores on each of the elements in Section B. Find the score which appeared more frequently than any other score and place an "X" in the appropriate area of the grid. If you have sets of tie rankings, choose the higher set of scores to plot on the grid.
   - Connect the two "X's" with a straight line. If your line crosses from one area into another, treat the lines as an upward moving line by placing an arrow pointing upward at the top of your line. Interpret this line as moving from the lower to the higher managerial style.

PAK #4.2

MANAGERIAL STYLE GRID



If your line crosses from one area to another, then read both interpretations on the following pages. For example, if you have one 5.5 score and one 9.9 score, then read both the 5.5 and the 9.9 interpretations.

Interpreting The Managerial Style Grid

1.1 Indicates both low concern for people and for results. This type of manager tends to exert minimum effort, to do just enough to sustain his position in the organization. His organization tends to remain stable and unchanging, with everyone doing his own thing. This type of manager has been characterized as the "status-seeker" or the "prestige and image builder."

1.9 Indicates high concern for people, but little or no concern for results. This manager pays thoughtful attention to the needs of his people for satisfying relationships. This leads to a comfortable friendly atmosphere and work tempo. This type of organization is often characterized by over-emphasis on social amenities and polite manners. Arguments and conflicts become social sins. It is not "nice" to rock the boat. Conformity to group standard is expected. This has been called the "country-club" management style.

5.5 Settles for adequate results by balancing the need to get work done with the need to maintain a satisfactory staff morale level. Ironically, many people in this type of organization are bored to death. There is no challenge or stimulation because the manager has settled for lower expectations or mediocrity. This still tends to be a status quo organization which many people find very comfortable. This has been called the "grand compromise" style.

9.1 Indicates high emphasis on results -- little, if any, concern for people. Efficiency results from rigidly structured work conditions so that the human element interferes as little as possible. This is often called the "produce or perish" style.

9.9 Indicates a high level of concern for both people and results. People produce more work of better quality because through involvement they have developed commitment. There is a feeling of interdependence and a common-stake in the organizational purpose and success. This feeling leads to relationships of trust and respect. This is sometimes referred to as the "team management" style.

Based on findings in recent research, the 9.9 approach would appear to be the more effective in a human development and services enterprise such as education.

PAK #4.2

Activity 2: Supervisory Attitudes: The X-Y Scale

PART I

Directions: The following are various types of behavior which a supervisor (manager, leader) may engage in in relation to subordinates. Read each item carefully, and then put a check mark in one of the columns to indicate what you would do.

Note: It is recommended that copies of this exercise be reproduced for all participants. If this is not possible, scoring categories may be placed on a chalkboard; statements may then be read aloud to participants who can then record check marks on their own note paper.

If I were the supervisor, I would:	Make a Great Effort to do This	Tend to Do This	Tend To Avoid Doing This	Make a Great Effort To Avoid This
1. Closely supervise my subordinates in order to get better work from them.				
2. Set the goals and objectives for my subordinates and sell them on the merits of my plans.				
3. Set up controls to assure that my subordinates are getting the job done.				
4. Encourage my subordinates to set their own goals and objectives.				
5. Make sure that my subordinates' work is planned out for them.				
6. Check with my subordinates daily to see if they need any help.				
7. Step in as soon as reports indicate that the job is slipping.				
8. Push my people to meet schedules if necessary.				
9. Have frequent meetings to keep in touch with what is going on.				
10. Allow subordinates to make important decisions				

PART II

Indicate on the scale below where you would classify your own basic attitudes toward your subordinates in terms of McGregor's Theory X and Theory Y.

Theory X _____ Theory Y

10 20 30 40

- All questions except #4 and #10 number left to right, 1, 2, 3, 4.
- Questions #4 and #10 number right to left, 4, 3, 2, 1.
- Add up your total points.
- Identify your place on the continuum.
- Read the descriptions of the two styles of leadership on pp. 10 to 13 of this PAK. Think about your attitudes toward subordinates. Have you discovered some changes you would like to make in your managerial behavior and attitude?

Activity 3:

ORGANIZATIONAL CLIMATE

On the following pages is an instrument, Teacher Perceptions of School Climate. Read through this instrument. Then, answer the following questions.

A. As a manager what will I get out of this instrument that will help me do a better job?

B. As a staff member what will I get out of this instrument that will help me do a better job?

C. What modifications of this instrument might be made so that it could meet the needs of a small school district or a school building?

PAK #4.2

TEACHER PERCEPTIONS OF SCHOOL CLIMATE

CENTER FOR FIELD SERVICES AND TRAINING

SCHOOL OF EDUCATION
UNIVERSITY OF COLORADO

DIRECTIONS

1. COMPLETE THE FOLLOWING QUESTIONNAIRE BY CHECKING YOUR FIRST RESPONSE TO THE STATEMENTS. DO NOT GO BACK AND READJUST YOUR ANSWERS. THERE WILL BE COMPLETE CONFIDENTIALITY OF YOUR INDIVIDUAL ANSWERS. NO ATTEMPT TO IDENTIFY YOUR QUESTIONNAIRE WILL BE MADE. READ THE FOLLOWING SAMPLE QUESTION AND PUT A CHECK BY YOUR RESPONSE.

TO WHAT EXTENT ARE TEACHERS CONSULTED AND/OR INVOLVED IN DECISIONS RELATED TO THEIR WORK?	NOT AT ALL.			RARELY INVOLVED IN DECISIONS; OCCASIONALLY CONSULTED.			USUALLY ARE CONSULTED, BUT ORDINARILY NOT INVOLVED IN THE DECISION-MAKING.			ARE CONSULTED AND INVOLVED FULLY IN ALL DECISIONS RELATED TO THEIR WORK.			
	LOW	I	2	3	4	5	6	7	8	9	IO	II	I2	HIGH

II. PLEASE CHECK THE APPROPRIATE SPACES BELOW:

1. AGE (TO NEAREST BIRTHDAY)
   - LESS THAN 21 ____
   - 21 - 25 ____
   - 26 - 30 ____
   - 31 - 35 ____
   - 36 - 40 ____
   - 41 - 45 ____
   - 46 - 50 ____
   - OVER 50 ____

2.- SEX
   - MALE ___
   - FEMALE ___

3.-TRAINING
   - LESS THAN BA ____
   - BACHELOR'S ____
   - MASTER'S ____
   - MASTER + 30 SEM.HR. ____
   - DOCTORATE ____

4.-TENURE IN PRESENT SCHOOL DISTRICT, COUNTING THIS YEAR.
   - 1 YEAR____
   - 2-3 YEARS____
   - 4-7 YEARS____
   - 8-11 YEARS____
   - 12 YEARS OR MORE____

5.-TOTAL TEACHING EXPERIENCE TO NEAREST YEAR, COUNTING THIS YEAR.
   - 1 YEAR____
   - 2-3 YEARS____
   - 4-7 YEARS____
   - 8-11 YEARS____
   - 12-15 YEARS____
   - 15 YEARS PLUS___

B-9

PAK #4.2

TEACHER PERCEPTIONS OF SCHOOL CLIMATE

MEASUREMENT ITEM	LOW — DESCRIPTIVE STATEMENTS — HIGH			
I. LEADERSHIP PROCESSES				
1. EXTENT TO WHICH YOUR PRINCIPAL HAS CONFIDENCE AND TRUST IN THE TEACHERS.	HAVE NO CONFIDENCE AND TRUST IN TEACHERS.	HAVE CONDESCENDING CONFIDENCE AND TRUST SUCH AS MASTER HAS TO SERVANT.	SUBSTANTIAL BUT NOT COMPLETE CONFIDENCE AND TRUST; STILL WISHES TO KEEP CONTROL OF DECISIONS.	COMPLETE CONFIDENCE AND TRUST IN ALL MATTERS.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
2. EXTENT TO WHICH YOUR PRINCIPAL BEHAVES SO THAT TEACHERS FEEL FREE TO DISCUSS IMPORTANT THINGS ABOUT THEIR JOBS WITH HIM.	TEACHERS DO NOT FEEL AT ALL FREE TO DISCUSS THINGS ABOUT THE JOB WITH THE PRINCIPAL.	TEACHERS SELDOM FEEL FREE TO DISCUSS THINGS ABOUT THE JOB WITH THE PRINCIPAL.	TEACHERS FEEL RATHER FREE TO DISCUSS THINGS ABOUT THE JOB WITH THE PRINCIPAL.	TEACHERS FEEL COMPLETELY FREE TO DISCUSS THINGS ABOUT THE JOB WITH THE PRINCIPAL.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
3. IN SOLVING PROBLEMS, TO WHAT EXTENT DOES THE PRINCIPAL GENERALLY TRY TO GET TEACHERS' IDEAS AND OPINIONS AND MAKE CONSTRUCTIVE USE OF THEM?	SELDOM GETS IDEAS AND OPINIONS OF TEACHERS IN SOLVING JOB PROBLEMS.	SOMETIMES GETS IDEAS AND OPINIONS OF TEACHERS IN SOLVING PROBLEMS.	USUALLY GETS IDEAS AND OPINIONS AND USUALLY TRIES TO MAKE CONSTRUCTIVE USE OF THEM.	ALWAYS GETS IDEAS AND OPINIONS AND ALWAYS TRIES TO MAKE CONSTRUCTIVE USE OF THEM.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
II. MOTIVATIONAL FORCES				
4. MANNER IN WHICH YOU AND YOUR PEERS ARE ENCOURAGED TO PERFORM.	FEAR, THREATS, PUNISHMENT, AND OCCASIONAL PRAISE.	SOME PRAISE AND SOME ACTUAL OR POTENTIAL PUNISHMENT.	PRAISE, OCCASIONAL PUNISHMENT, AND SOME INVOLVEMENT IN DECISION-MAKING.	GROUP INVOLVEMENT IN SETTING GOALS, IMPROVING METHODS, AND APPRAISING PROGRESS TOWARDS GOALS.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
5. AMOUNT OF RESPONSIBILITY FELT BY EACH FACULTY MEMBER ACHIEVING ORGANIZATION'S GOALS.	CENTRAL OFFICE LEVELS FEEL RESPONSIBILITY; PRINCIPALS FEEL LESS, TEACHERS FEEL LITTLE RESPONSIBILITY AND OFTEN WELCOME OPPORTUNITY TO DEFEAT ORGANIZATION'S GOALS.	CENTRAL OFFICE LEVELS USUALLY FEEL RESPONSIBLE; LOWER LEVELS USUALLY FEEL RELATIVELY LITTLE RESPONSIBILITY FOR ACHIEVING ORGANIZATION'S GOALS.	MANY OF THE PERSONNEL, ESPECIALLY AT HIGHER LEVELS, FEEL RESPONSIBLE FOR GOAL ATTAINMENT, AND USUALLY BEHAVE ACCORDINGLY.	PERSONNEL AT ALL LEVELS FEEL RESPONSIBILITY FOR ORGANIZATION'S GOALS AND BEHAVE IN WAYS TO IMPLEMENT THEM.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH

B-10

MEASUREMENT ITEM	LOW	DESCRIPTIVE STATEMENTS		HIGH
III. COMMUNICATION PROCESSES				
6. AMOUNT OF FACULTY INTERACTION AND COMMUNICATION AIMED AT ACHIEVING ORGANIZATION'S OBJECTIVES.	VERY LITTLE.	MODERATE.	QUITE A BIT.	MUCH WITH BOTH INDIVIDUALS AND GROUPS.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
7. DIRECTION IN WHICH INFORMATION SEEMS TO FLOW.	DOWNWARD FROM PRINCIPAL TO TEACHER GIVING ORDERS TO COMPLY.	MOSTLY DOWNWARD COMMUNICATION TO TEACHERS.	DOWN FROM ADMINISTRATION AND ALSO UPWARD TO PRINCIPAL.	ALL DIRECTIONS, INCLUDING MUCH COMMUNICATION BETWEEN AND AMONG PEERS.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
8. MANNER IN WHICH DOWNWARD COMMUNICATIONS ARE ACCEPTED BY TEACHERS.	VIEWED WITH GREAT SUSPICION.	SOMETIMES VIEWED WITH SUSPICION.	OFTEN ACCEPTED BUT SOMETIMES VIEWED WITH SUSPICION; MAY OR MAY NOT BE OPENLY QUESTIONED.	GENERALLY ACCEPTED, BUT IF NOT, OPENLY AND CANDIDLY QUESTIONED.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
9. ACCURACY OF UPWARD COMMUNICATION THROUGH FORMAL COMMUNICATION CHANNELS.	CONSISTENTLY INACCURATE.	INFORMATION THAT BOSS WANTS TO HEAR FLOWS; OTHER INFORMATION IS RESTRICTED AND FILTERED.	INFORMATION THAT BOSS WANTS TO HEAR FLOWS; OTHER INFORMATION MAY BE GIVEN, BUT WITH EXTREME CAUTION.	ACCURATE, ACCEPTED, WITH NO THREAT TO GIVEN CRITICAL INFORMATION.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
10. HOW WELL DOES THE PRINCIPAL KNOW AND UNDERSTAND TEACHERS' PROBLEMS?	APPARENTLY HAS LITTLE KNOWLEDGE AND NO UNDERSTANDING OF TEACHERS' PROBLEMS.	HAS SOME KNOWLEDGE AND UNDERSTANDING OF TEACHERS' PROBLEMS.	I THINK HE KNOWS AND UNDERSTANDS PROBLEMS OF TEACHERS QUITE WELL.	I AM CERTAIN HE KNOWS AND UNDERSTANDS MY PROBLEMS AND THOSE OF OTHER TEACHERS VERY WELL.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH

B-11

MEASUREMENT ITEM	LOW	DESCRIPTIVE STATEMENTS		HIGH
IV. INTERACTION-INFLUENCE PROCESSES				
11. DEGREE OF PERSONAL INTERACTION AND THE QUALITY OF THE INTER-PERSONAL RELATIONSHIP.	LITTLE PERSONAL INTERACTION AND ALWAYS WITH FEAR AND DISTRUST.	LITTLE INTERACTION AND USUALLY WITH SOME CONDESCENSION BY PRINCIPAL; FEAR AND CAUTION BY TEACHERS.	MODERATE INTERACTION, OFTEN WITH FAIR AMOUNT OF CONFIDENCE AND TRUST.	EXTENSIVE, FRIENDLY INTERACTION WITH HIGH DEGREE OF CONFIDENCE AND TRUST.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
12. HOW MUCH COOPERATIVE TEAMWORK DO YOU SEE?	NONE.	RELATIVELY LITTLE.	A MODERATE AMOUNT.	VERY SUBSTANTIAL.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
V. DECISION-MAKING PROCESSES				
13. AT WHAT LEVEL IN YOUR ORGANIZATION ARE DECISIONS MADE CONCERNING POLICY AND THE IMPLEMENTATION OF POLICY?	MOST OF THESE DECISIONS MADE AT THE TOP LEVELS IN THE SCHOOL DISTRICT.	SOME DECISIONS WITHIN POLICY MADE AT THE SCHOOL LEVEL.	POLICY DECISIONS MADE AT THE TOP, MORE SPECIFIC DECISIONS MADE AT THE SCHOOL LEVEL.	POLICY AND IMPLEMENTATION TAKES PLACE THROUGHOUT ORGANIZATION; MUCH OVERLAPPING AND SHARING OF GROUP DECISION-MAKING.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
14. IN YOUR OPINION, TO WHAT EXTENT ARE THE UPPER LEVEL DECISION-MAKERS AWARE OF PROBLEMS AT YOUR LEVEL OF OPERATION IN THE SCHOOL SYSTEM?	UNAWARE OF PROBLEMS.	AWARE OF SOME, UNAWARE OF OTHERS.	MODERATELY AWARE OF PROBLEMS.	QUITE AWARE OF PROBLEMS.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH
15. EXTENT TO WHICH TECHNICAL, PROFESSIONAL, AND EDUCATIONAL KNOWLEDGE IS USED IN DECISION-MAKING.	IT IS USED IF AVAILABLE ONLY AT HIGHER LEVELS.	SOME OF WHAT IS AVAILABLE IN HIGHER AND MIDDLE LEVELS IS USED.	MUCH OF WHAT IS AVAILABLE IN HIGHER, MIDDLE, AND LOWER LEVELS IS USED.	MOST OF WHAT IS AVAILABLE ANYWHERE WITHIN THE ORGANIZATION IS USED.
	LOW I 2 3	4 5 6	7 8 9	10 11 12 HIGH

B-12

MEASUREMENT ITEM	LOW	DESCRIPTIVE STATEMENTS			HIGH
16. DO THE DECISION-MAKING PROCESSES WITHIN YOUR SCHOOL LEAD YOU AND COLLEAGUES TO FEEL THAT THEY ARE MAKING A WORTHWHILE CONTRIBUTION?	DECISION-MAKING CONTRIBUTES NOTHING TO THE MOTIVATION TO IMPLEMENT THE DECISION, USUALLY YIELDS ADVERSE EMPLOYEE MOTIVATIONS.	DECISION-MAKING CONTRIBUTES RELATIVELY LITTLE TO TEACHER MOTIVATION.	SOME CONTRIBUTION BY DECISION-MAKING TO TEACHER MOTIVATION TO CONTRIBUTE.	SUBSTANTIAL CONTRIBUTION BY DECISION-MAKING PROCESSES TO MOTIVATION OF TEACHERS.	
	LOW I 2 3	4 5 6	7 8 9	10 11 12	HIGH
17. TO WHAT EXTENT ARE TEACHERS CONSULTED AND/OR INVOLVED IN DECISIONS RELATED TO THEIR WORK?	NOT AT ALL.	RARELY INVOLVED IN DECISIONS; OCCASIONALLY CONSULTED.	USUALLY WE ARE CONSULTED BUT ORDINARILY NOT INVOLVED IN THE DECISION-MAKING.	WE ARE CONSULTED AND INVOLVED FULLY IN ALL DECISIONS RELATED TO OUR WORK.	
	LOW I 2 3	4 5 6	7 8 9	10 11 12	HIGH

VI. GOAL PROCESSES

18. CHARACTER OF GIVING ORDERS AND SETTING GOALS.	ORDERS ARE ISSUED OR GIVEN.	ORDERS ISSUED, OPPORTUNITY TO COMMENT MAY OR MAY NOT EXIST.	ORDERS ISSUED OR GOALS SET AFTER DISCUSSION WITH TEACHER(S) OF PROBLEMS.	EXCEPT IN EMERGENCIES, OUR GOALS ARE SET BY GROUP PARTICIPATION.	
	LOW I 2 3	4 5 6	7 8 9	10 11 12	HIGH
19. GENERALLY, THE EXTENT TO WHICH EDUCATIONAL GOALS ARE ACCEPTED OR REJECTED BY YOU AND YOUR COLLEAGUES.	GOALS APPEAR TO BE OPENLY ACCEPTED BUT THEY ARE REALLY SECRETLY RESISTED STRONGLY.	GOALS ARE OPENLY ACCEPTED BUT OFTEN SECRETLY RESISTED TO AT LEAST A MODERATE DEGREE.	GOALS ARE OPENLY ACCEPTED BUT AT TIMES WITH SOME SECRET RESISTANCE.	GOALS ARE FULLY ACCEPTED.	
	LOW I 2 3	4 5 6	7 8 9	10 11 12	HIGH

B-13

PAK #4.2

MEASUREMENT ITEM	LOW	DESCRIPTIVE STATEMENTS			HIGH
VII. CONTROL PROCESSES					
20. WHO DOES THE REVIEW, EVALUATION, AND CONTROL FUNCTIONS CONCERNING TEACHERS AND TEACHING PERFORMANCE?	CENTRAL ADMINISTRATIVE OFFICE STAFF.	GENERALLY CENTRAL OFFICE PERSONNEL WITH SOME DELEGATED RESPONSIBILITY TO SCHOOL PRINCIPAL AND/OR DEPARTMENT HEADS.	MODERATE DOWNWARD DELEGATION OF REVIEW AND CONTROL FUNCTIONS FROM CENTRAL OFFICE TO PRINCIPALS, DEPARTMENT HEAD, AND/OR TEAM LEADERS.	QUITE WIDESPREAD RESPONSIBILITY FOR REVIEW AND CONTROL WITH COLLEAGUES/ PEERS FEELING RESPONSIBLE.	
	LOW 1 2 3	4 5 6	7 8 9	10 11 12	HIGH
21. TO WHAT EXTENT DO YOU SEE TEACHERS AND OTHER EMPLOYEES SUPPORTING OR OPPOSING THE STATED GOALS OF THE ADMINISTRATION?	SMALL GROUPS OF TEACHERS OF THE INFORMAL ORGANIZATION IS PRESENT AND OPPOSING GOALS OF THE SUPERINTENDENT AND/OR THE PRINCIPAL.	THE INFORMAL ORGANIZATION IS PRESENT (USUALLY) AND MAY BE PARTIALLY RESISTING GOALS.	THE INFORMAL ORGANIZATION MAY BE PRESENT; MAY EITHER SUPPORT OR PARTIALLY RESIST GOALS. GENERALLY ACCEPTS GOALS.	NO INFORMAL ORGANIZATION SEEMS TO BE NOTICEABLE; INFORMAL TEACHER GROUPS SEEM TO BE MERGED WITH THE FORMAL ORGANIZATION IN GOALS, PURPOSES, AND MEANS.	
	LOW 1 2 3	4 5 6	7 8 9	10 11 12	HIGH
VIII. EVALUATIVE PROCESSES					
22. EXTENT TO WHICH YOU FEEL THAT YOUR WORK IS EVALUATED BY RESULTS RATHER THAN BY PERSONALITY OR "PULL."	NEVER.	SOMETIMES.	USUALLY.	ALWAYS.	
	LOW 1 2 3	4 5 6	7 8 9	10 11 12	HIGH

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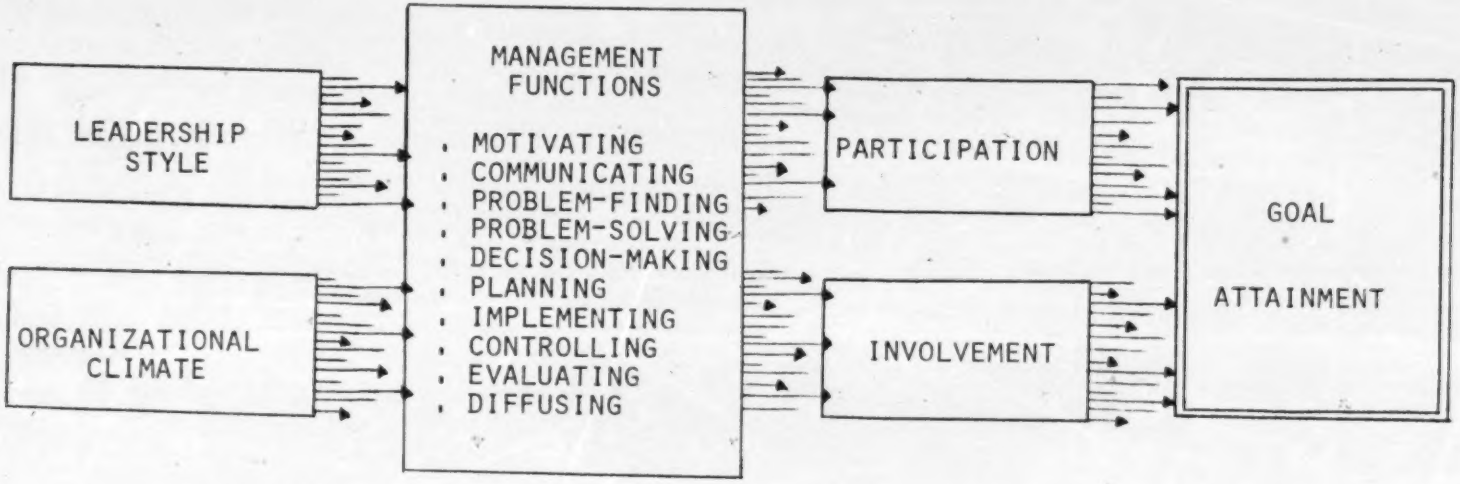
GOAL-ATTAINMENT INFLUENCES OF LEADERSHIP STYLE AND ORGANIZATIONAL CLIMATE



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THE LEADERSHIP STYLE AND ORGANIZATIONAL CLIMATE OF AN ORGANIZATION INFLUENCE MANAGEMENT FUNCTIONS WHICH IN TURN INFLUENCE PARTICIPATION AND INVOLVEMENT BY THE STAFF WHICH IN TURN AFFECTS THE ATTAINMENT OF ORGANIZATIONAL GOALS.

Rensis Likert, Director, Institute for Social Research, The University of Michigan.

PAK #
(Please fill in number)

PAK CRITIQUE FORM

Please give your assessment and comments on the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
1. The quality & relevance of the subject matter.						
2. The appropriateness and usefulness of the instructional materials.						
3. The timing or sequencing of the various items presented.						
4. The directing and assistance given on the exercise.						

Other comments or suggestions for improving this PAK:

If this PAK was used as part of a WORKSHOP training session, then please also complete the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
5. The deployment, grouping or planned interaction of the participants.						
6. The productivity and/or usefulness of the individual work session(s).						
7. The comments or assistance given to you on your selected problem.						